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EDITORIALS

More Good Things

Next week's issue of the Journal will present a remarkable paper under the searching caption, "Is Education Meeting the Challenge?" Without despair, the author supplies material for thought. We believe his article will inspire many educators to go forward with renewed zeal and a clearer understanding of their immediate and ultimate aims.

In the same issue will be printed the prize-winning answer to the farmer's inquiry: "What Is Pedagogy Good For?" The editors were gratified with the interest shown in this question. A number of characteristic replies will be published in our issue of October 15, along with the announcement of the award.

Dr. West's Resignation

Dr. Henry S. West, one of the able superintendents of the country, resigned the superintendencies of the country, and is enjoying life in Miami, which is one of the places for anyone to enjoy peace and prosperity these days. Secretary Sherwood D. Shankland wrote a frank and fearless statement of the "Baltimore Situation" in "School and Society," which we will reprint in next week's issue of the Journal of Education.

Parking Automobiles Dead and Alive

The weather is no more universal as a subject of conversation than "What are we going to do for parking space?"

The questioner always has in mind the parking of live automobiles, but we are even more concerned with what we are to do for parking space for dead machines as we see acres and acres, miles and miles, of unsightly remains of deceased machines, the most ghastly sight in city lots and by the country wayside. Some people are excited over beautiful wayside advertisements, but they are heavenly as compared with Hadean skeletons of inexpensive machines, which are the reverse of heavenly.

Alive, an inexpensive machine is democratic, is a universal luxury for millions of people; but dead, it is of no earthly use, for new parts can be purchased for less than the labor needed to rescue them from their graveyard.

The costly machines are valuable even in death. Their styles change, but they rarely wear out, and everything in them has a value which saves their skeletons from ghastliness.

All this is true educationally. It is a serious

problem where and how to park cheap products of this active age. Yes, more trouble in parking the dead than alive, for their ghastly remains are preserved in libraries, where researchers find these "Tut"-like remains and scatter them along the educational highway.

It is bad enough to clutter the educational side streets and alleys with immature aspirations, but it is worse to have them quoted by the researchers when they have been long dead and never buried.

One of the great needs of the day is to require every production of a researcher sent to the United States Bureau of Education and have everything dead properly buried.

We can safely say that a vast number of quotations in vast research reports are from men who when alive were absolutely without influence, and never made the faintest ripple on any educational pond. Now, they are quoted as authorities by men whose claim to being experts rests upon their museum of nonentities

There have been few educators in the last seventy-five years whose opinion on any educational subject was of value ten years after they ceased professional activity.

For admission to the Hall of Fame, New York University, no one can be voted upon until he has been dead ten years. This eliminates most of the candidates.

Parking space for dead educational authorities (?) is one of the great educational problems of the day.

Crabtree's Vision

The National Education Association is running smoothly and serenely. It will never be smaller than it is now, will never be jeopardized by any mistakes that anyone can make. It will never be "managed" for any personal interests or by any propagandists.

This can be said with perfect safety and that which makes the saying possible is the creation of the "Department of Elementary School Principals," which will always play safe and will always play the game.

The Year Book of the Department of Elementary School Principals is the sanest, the brightest, the most important Year Book of any kind that has been published by any group of educators in a quarter of a century.

It is not visionary, is not liable to be explosive, nor to collapse. It will always serve the teachers and principals who will always teach children rather than subjects. It will talk about "the course of study" rather than "curricula," will understand the children in school, rather than psychologizing about children in an artificial laboratory.

Now the interesting part of this and that which leads us to refer to it is because it is really the vision of James W. Crabtree. When Ide G. Sargeant in New Jersey, Olive M. Jones and Katherine D. Blake in New York, and Florence Holbrook in Illinois, Leonard Powers in Texas, W. T. Longshore in Missouri, Jessie B. Fink in Michigan, Worth McClure in the state of Washington, and their ardent and devoted associates planned a "Year Book" for definite service for Elementary Schools, they agreed to finance it themselves, to put up the money and depend upon schools to purchase copies enough to protect them.

It was Secretary Crabtree whose vision was equal to the emergency. He said: "No, you put your time and talent into the making of such a 'Year Book,' and the National Education Association will relieve you of all financial anxiety."

It has proved to be one of the greatest financial assets of the Association, as well as one of the noblest services that the Association has rendered to education.

This is not the only time that Secretary Crabtree has known when to put his foot on the accelerator, but it is a notable example of the way he has piloted the Association to its present famous success.

Appointments of Logan and Shaffer

New Jersey has settled two problems in which there has been much interest. The Governor has appointed Dr. John H. Logan, professor of Rutgers College, as State Commissioner of Education. This appointment apparently breaks all traditions, but we understand that it gives general satisfaction.

There were, naturally, innumerable hopefuls both in the state and in the country at large. It was also rumored that at least one educator in whom the state was interested was not adequately interested. It is the first case that we can recall in recent years in which a state commissioner of education has been selected from the faculty of an academic college, or from the faculty of any college or university as to that matter. Those who know New Jersey and know Professor Logan assure us that it is both a wise and popular selection.

Roy L. Shaffer, Assistant State Commissioner of Education, succeeds Dr. Frank W. Smith as president of the State Teachers College of Paterson, which was anticipated when Dr. Smith resigned. Dr. Shaffer knows the educational problems and the teacher preparation needs of the state thoroughly, and Paterson knows and appreciates Dr. Shaffer. The retiring principal has had a unique experience. He was long principal of the city training school before it became a State Teachers College. He had had an unprecedented experience in educational service in a Massachusetts State Normal School and in administration service in the Central West and in the Far West, and brought to Paterson rare scholarship and varied and successful professional experience.

Paterson has always been very much in the limelight. It was the home of Alexander Hamilton when his financial wisdom meant much to America. It was the home of Nicholas Murray Butler, long president of the School

Board. Dr. William Esterbrook Chancellor went from the superintendenty of Paterson to the superintendency of Washington and Principal Ide G. Sargeant is president of the Department of Principals of Elementary Schools, by far the most exalted position outside of the Department of Superintendence and the parent organization. Teachers have had unprecedented recognition, even being honored with appointment on the city school board, and mayors have been elected because of their championship of public education. All in all we can recall no city, no manufacturing city, certainly, which has had as enviable a reputation educationally for a third of a century as Paterson has enjoyed, and Superintendent John R. Wilson has had the privilege of steering its educational activities in its palmiest days.

Glenn Frank, President

The most interesting recent educational event is the selection of Glenn Frank as a university president. Not that he is president of the State University of Wisconsin, but that he is president of any outstanding university. In fifty years no one has been elected because of the kind of personality that led to his selection for this presidency.

He was not elected to raise money, for there is no reason to think that he can raise money, nor was he elected because of any influence that he may have in securing desirable legislation, for he has no record as a legislative promoter.

He was not selected to please Columbia, Harvard, or Chicago University, nor to please the Rockefeller, Carnegie or Harkness Foundation. It is interesting that he had no boosters, political, social, financial or religious.

The only conceivable excuse for the choice of Glenn Frank for the presidency of a university is the recent series of editorials in the Century magazine on "The Literature of Despair" and "The Literature of Hope" in relation to Western civilization. These editorials have been the most vigorous, virile, vitalizing educational utterances of recent times.

This is the first time we have known a university president to be elected for the express purpose of providing a faculty unit in purpose and influence.

It will be high tragedy for Glenn Frank to attempt to provide "Engineers of a New Renaissance" at Madison if there is any hesitance on the part of any of the faculty in appreciation of the need of "Engineers of a New Renaissance."

Think of a faculty meeting after universal reading of this:—

"I dismiss . . . the writings of those practitioners of intellectual sadism who eke out a journalistic living by terrorizing the credulous with lurid prophecies of wholesale social disaster."

Glenn Frank must have been elected because he said this.

Let the leaders in Wisconsin sit at his feet after reading this: "Unless we meet and master the social fears of our time, social health will be impossible. The conquest of fear is the beginning of health, happiness, and achievement for either a man or civilization."

It will be interesting reading for party men in early September to read this from the pen of their new president:—

"A new renaissance must depend upon engineers rather than upon cheer-leaders."

More important yet are the meditations of the departments of philosophy, psychology and education when the faculty read this:—

"If we are to save the results of modern research from slander at the hands of demagogues or from sterility as the private luxuries of the sophisticated, there must be some soundly conceived attempt to winnow out the net social and spiritual contributions of scholarship from the chaff of attendant detail, and to translate these contributions into the vernacular.

"The results of scholarly research will be about as valuable as so much sawdust if they lie buried in technical brochures that none save the initiated can understand, and they will not be used in any socially effective way until the man in the street has at least a bowing acquaintance with them."

What will the expert propagandists of research from the Atlantic to the Pacific think of the president of a great university who says:—

"The really important results of pure science invariably get used socially, but often only after a long and wasteful period of muddling.

"The spirit of propaganda and the spirit of research do not work well together in the average mind, even in the great fraternity of scholars."

If Glenn Frank can vitalize a university faculty he will be the noblest American of the first quarter of the twentieth century.

There may be a significance in the fact that the State University of Wisconsin went to the Century for a president.

Carleton of Oregon

Professor E. F. Carleton of the State University of Oregon, and for several years assistant state superintendent, has announced his candidacy for the state superintendency, Dr. Churchill having accepted the principalship of the new State Normal School. Professor Carleton has not only been assistant state superintendent, but has been city superintendent, and on the faculty of the State University as director of extension work has kept in close touch with educational affairs of the state.

The Journal of Education recently had an article from Professor Carleton's pen which attracted much highly favorable attention.

What is Our Unit in Thinking?

By A. E. WINSHIP, Editor

All measurements depend upon the unit of measuring. All estimates depend upon the unit of one's thinking.

A unit of weight varies with the altitude.

The unit of length must be of material that is not changed by the temperature.

Above all else one must know the system of terminology. Units on a decimal system are radically different from the English system.

to find out for oneself just what the weight of the unit used really is.

If you do not know the weight of the unit in which you are imposed upon, you may be terrorized into all sorts of fear, industrial and commercial, civic and social, educational and religious.

Teachers, of all persons, should know the size of the unit in which they think.

"The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky
No higher than the soul is high.
The heart can push the sea and land
Farther away on either hand;
The soul can split the sky in two
And let the face of God shine through.
But East and West will pinch the heart
That cannot keep them pushed apart;
And he whose soul is flat—the sky
Will cave in on him by and by."

One of the keenest and best informed men I know went to Europe for a stay of several months. While he was in no special need of rest, he thought it would do him good to have several months of leisure.

Incidentally, he stepped on scales that reported weight in kilograms. Turning to some one standing near, he said: "How many pounds to a kilogram?"

"Two pounds," was the reply.

"Then I have lost fourteen pounds," he said to his wife, who was greatly distressed, and they went at once to an eminent physician for a thorough examination for the cause of the loss of fourteen pounds weight. The physician examined and re-examined, but could find no cause.

They hastened to Paris for a world-famous physician, but he could not find the alarming hidden cause of the loss of weight.

His wife cabled to the home physician, who cabled back that he did not believe the man had lost fourteen pounds.

Then the wife said to her husband: "Where did you get the idea that a kilogram was two pounds?" When he could not remember, she said: "Look it up for yourself," which was easily done, and he found that a kilogram was two and one-fifth pounds, which made his weight normal. He spent much good money and had scared several persons in Europe and America, just because he did not take time to look up for himself the weight of a kilogram, the unit of measure of weight.

Many of the scares of life, much of the heartache, yes, and much of the ill health, personal and political, arises from not taking time

No one is larger than the unit in which he thinks. I carry a six-inch paper cutter, because the only use I have for measuring is in length and widths of columns of magazines, size of book pages, etc.

A carpenter always carries a two-foot rule, for he measures lumber. A dry goods clerk uses the yard as his unit of measure. A paperhanger uses a five-foot tape, and a surveyor uses a chain. You know a man's business if you know the length of his unit of measure.

It is important in the value of a man's opinion on social, civic, educational or religious subjects to know how to interpret his unit of thinking.

One can never know the length, breadth, height or depth of a man's mentality until he knows whether his unit of measure is an inch, a foot, a yard, a rod, or a furlong.

Tests and measurements are of value only as we know the unit of thinking of the person who makes the tests and measurements. It is more important, even, to know the unit of his thinking than to know the number of units he reports in his tests and measurements. Much of the present testing and measuring is beginning at the wrong end.

We should begin at the top and learn the length and breadth, height and depth of one's experience before we take time to read even the Introduction to his Research.

Our present application has reference to the puttering, fluttering, and sputtering of people who talk and write propaganderingly with an horizon unit taken from the cellar of some subject method, of some professional clique, of some local issue.

Edna St. Vincent Millay's "Renaissance" is a beautiful illustration of this.

> The world stands out on either side
> No wider than the heart is wide;
> Above the world is stretched the sky,
> No higher than the soul is high.
> The heart can push the sea and land
> Further away on either hand,
> The soul can split the sky in two,
> And let the face of God shine through.
> But East and West will pinch the heart
> That cannot keep them pushed apart.
> And he whose soul is flat—the sky
> Will cave in on him by and by.

A teacher whose heart is no wider than her subject, a principal whose soul is no higher than the salary he receives, a superintendent who does not know that the East is never like the West, or the West like the East, has a pinched heart, and if a teachers' college professor's soul is so flat that he does not know that East and West are different, "the sky will cave in on him by and by."

It is a crime for teacher or principal, superintendent or university professor to have a soul so flat that he does not know that East and West, North and South, each has its personality, as true and noble as his own.

It is a civic tragedy as well as a pedagogical crime for any one to think that he can earn credits for teaching a subject, instead of teaching children to learn the subject.

It is a tragedy to putter over inches when one should push sea and land apart on every hand, or measure in yards when he should split the sky in two and let the face of God shine through.

My article of October 15 on North Carolina's Leadership will be a demonstration of thinking in larger units.

The Wandering Jew on the Pedagogical Planet

By JAMES H. RISLEY

Superintendent of City Schools,

District Number One, Pueblo, Colorado

"The Bueblo Blan, tell me about how she works! I come here to investigate the Bueblo Blan." He sat in my office looking at me with an expectant grin, notebook open, pencil in hand, this Son of the Orient, anxious to carry back to his native Japan first-hand information of America's latest novelties in education.

I looked at him puzzled, inquiring: "The Pueblo Plan?" What particular thing in our school procedure would he like to see? We have some platoon schools, some opportunity classes, some teachers doing good project work, some——. "Oh, no. What I want—the Bueblo Blan, mention in the book Meester Cubberley."

"The Pueblo Plan mentioned in Mr. Cubberley's book, oh, I see," and a light began to dawn. "What you are investigating is the plan of individual instruction, the laboratory plan of procedure where each pupil advances at his own gait, takes up his work just where he leaves it, continues until he masters it; the plan where there are no promotions, no failures, but just a natural growth of each individual toward his own ideal of possible achievement."

"Oh, yes, that is the Bueblo Blan I look for."

"Well," I replied, after a little reflection, "the object of your search is not here. They took it away nearly thirty years ago, and I know not where they have laid it!"

But—oh, yes, on second thought, I believe I do know where it happens to be just now. It seems to be in charge of the superintendent of schools at Winnetka, Illinois. The chief rays of publicity radiate from there. It has become for the present the "Winnetka Plan." You can read of it in the school journals, the N. E. A. Proceedings, perhaps even the popular magazines.

Some light from it emanates also from the High School of the University of Chicago where practically the same plan is working that Mr. Search used in Central High School, Pueblo, Colorado, about thirty years ago.

Wherever it appears after a period of obscurity it appears as something new. It is the "Wandering Jew" of the Educational Planet, restless, Eternal. In the eighteenth century Rousseau caught sight of this Wandering Jew, emerging from an age of dull formalism—this individual longing to be free from the social, religious and educational strait-jacket. He liberated him and then recaptured him and incarcerated him in a book. How cruel when he so rebelled against books! He made a savage out of him! Pestalozzi recognized him for his own, true individual self, but while endeavoring to preserve what was best in him as an individual, saw the need of socializing him again.

He was conspicuous in Colonial and early national periods of our educational history. In fact, he was the only prominent person on the educational horizon—this Wandering Jew, Individual Instruction.

Then came the Lancastrian Monitorial Schools, and he was lost in the crowd. From this came the smaller class group system, and he was still obscured, keeping step with the average, hurrying to keep up with the swift, or idling along with the slow.

Then Preston W. Search, superintendent of District 20, Pueblo, Colorado, caught a vision of this Wandering Jew in the philosophy of G.

Stanley Hall, President Eliot and David Starr Jordan. Others were seeing him dimly from time to time all through the century of obscurity, but no one visioned him so clearly or interpreted him so well as did Mr. Search.

After directing the disappointed Japanese to some features of our own work which I thought might interest him, I continued my reflection. Some twenty years ago, while a student of education at Indiana University, I was assigned a book to review. It was entitled "An Ideal School," and its author was Preston W. Search. The thing which appealed to me most in the book was that it attempted, as nothing else I had ever read, to individualize education, to recognize the child as the centre of gravity; to get away from the lock step which speeds him beyond his gait or slows him down to mediocrity. The book made a profound impression upon me and I prepared a paper on the subject which my instructor, much to my delight at that time, had published in the Indiana School Journal.

How transient is glory in the field of education! Here, by chance, I was working in the same city where the educational hero of my younger days had wrought, and from whence had emanated the light that had somewhat dazzled my youthful vision back in 1900—and I had all but forgotten it. The Wise Men following the star in 1925 had stopped further east. Only one had strayed from his course and landed in Pueblo. I am indebted to him —this "other wise man"—for recalling to my mind the old memories. I take from my shelves the identical book which was one of my early inspirations in education. Its pages are yellow with age now, but the spirit of the book is as fresh as when I read it about twenty-four years ago. Glancing at the author's preface to "An Ideal School" I find this statement:—

> "I am not concerned that the things presented in this little constructive endeavor will not find bodily incorporation in schools; for it is cross-fertilization and not grafting which has given us our richest varieties of fruits and flowers. . . .
>
> "The man who presents his ideals to the world makes his own life work difficult, for he is ever afterward more than other men measured by these same standards, the realization of which conditions limit. . . .
>
> "It is also true that an expressed ideal soon loses its original identity, working its way unconsciously into the products of others who, perhaps, were hostile to its original utterance."

How prophetic are these words! The Wandering Jew is most conspicuous on the educational horizon today. Our revival of individual instruction follows in the wake of scientific proof of individual differences. The essentials of the practical procedure advocated today were practiced and published more than a quarter of a century ago, before any one thought of the possibility of intelligence tests.

Search says in his first chapter:—

> *"The school must be built fundamentally for the pupil. It must depart from uniform requirement and recognize the supreme importance of an education of differences.
>
> "The teacher is too much a hearer of lessons. High art in teaching requires that the instructor should be submerged and the school be a place where, under conscious direction and inspiration, the pupil shall find results awaiting his own pleasurable investigation and personal creation.
>
> "We need an education that will develop differences and conserve originality."

Has anything come from the educational platform in recent years that has a more modern ring than this philosophy?

Mr. Search's proof of the value of the individual method is no less impressive because it came out of the field of practice showing actual accomplishment, rather than the field of mental testing in the more modern way. What could be more convincing than the table (page 24, "An Ideal School") showing record of achievement under the individual plan, where one student mastered four books of Cæsar, while several other members of the same group were doing less than one. The children who read one book were supposedly doing their best. They were putting in the same number of hours, under the guidance and inspiration of the same teacher. They were not labeled as failures. Their one talent was recognized. Their work was appreciated and praised. They continued from that point at their own rate and were not humiliated by the nagging suggestion that they ought to get as far as the rest.

Again, Mr. Search describes a class of fifty eighth grade pupils, †"inclined to mischief, irrepressible as a group, who were transformed under the influence of a master teacher working with them and directing them as individuals, into a self-operating body, whose central unit was the individual working in harmony with his fellows."

So effective was this plan that, when the teacher became ill eleven weeks before the term closed, the pupils themselves through committees managed the general conduct of the class and continued their work without apparent loss.

In Central High School during that period the work was carried on by the laboratory plan. Each instructor had his own room equipped as a laboratory for work along the line of his specialty, and he was there for the convenience of the pupils. The daily session was five and a half hours. The first half hour was given to music on three days, a lecture on Wednesday, a pupil's concert on Friday. Each

*Search, Preston W. "An Ideal School," page 1.
†Search, Preston W. "An Ideal School," page 248.

pupil spent one hour in the gymnasium, leaving four hours for the other three studies. All the work, study, recitation and testing was done in the various laboratories, and so far as definite requirements were concerned there was no home study. As a matter of fact, much home study was done by pupils wishing to carry further their investigations of problems arising in the school study. There was no time requirement for completing a subject or a course. Each pupil could complete the high school course in its own time. There was no advance assignment of lessons, but, according to Mr. Search, the work covered was far greater than it had ever been under the class plan.

"The teacher was the child's helper, and the discoveries of the pupils added much to the happiness of the teachers. The school was a miniature community, self-governing, self-reliant, and happy, because its individual members were also self-governing, self-reliant, and happy."

Such was the theory and practice of education in District 20, Pueblo, Colorado, A.D., 1892. Such was the vision of Superintendent Preston W. Search. The letter of the plan no longer obtains in Pueblo, but the spirit of Mr. Search's philosophy still lives in this city. The child is still the centre of gravity in our educational practice, but individual instruction as opposed to group instruction as an educational practice, has shifted to other centres. It is still the Wandering Jew on the Pedagogical Planet.

Personal and Professional

JULIA E. SULLIVAN. Boston teachers feel themselves honored in the election of Miss Julia E. Sullivan, teacher of English in the Roger Wolcott School, to the presidency of the Department of Classroom Teachers, National Education Association.

Miss Sullivan's remarkable career as president of the Boston Elementary Teachers Club, director of the Boston Teachers Club, director of the Advisory Council, member of executive committee of the classroom department of the N. E. A., delegate to the World Federation of Education, gives at once a background of wide and unusual experience. Hundreds of teachers and superintendents throughout the nation recognize Miss Sullivan as an exceptionally able and discerning leader. Her spirit of optimism and cordiality, ready wit, keen grasp of matters under discussion as well as a fearless advocacy of the side which to her is most meritorious have made her ever welcome at educational meetings.

Miss Sullivan's systematic analyses of reports from various conventions on different occasions have always been regarded by members of the Boston Teachers Club as valuable contributions to their compilations of educational data and researches.

In addition to her leadership in teachers' organizations Miss Sullivan has been a ready worker in many phases of community activity. As chairman of the committee in connection with the children's participation in the one hundred and fiftieth anniversary celebration at Bunker Hill last June, her executive ability called forth most enthusiastic comments from many sources.

Miss Katherine C. Coveney, president of the Boston Teachers Club, is making arrangements for a reception and tea to be given in Miss Sullivan's honor in October.

W. R. FOSTER, superintendent of La Salle County, Illinois, is one of the eminently sane progressive county superintendents. His county is larger than the land area of Rhode Island, and has been in the first eight counties of the Union in the value of its agricultural products. There is a township high school principal in the county that has a salary of $7,500 and another that has $8,000.

DR. WILLIAM H. ALLEN, whose "Public Service" service has been an interesting feature of educational activities for several years, has disposed of his interest in the publications of "The Institute of Public Service" to William C. Blakey, who has been associated with him for the past six years.

Dr. Allen's "Institute for Public Service" will be devoted largely to "working for nonpartisan truth about New York City's needs and work, including schools." In various ways Dr. Allen will be interested in public schools, he could not help it if he would, but his major activity will be municipal affairs, in which he has always had a great interest.

MILTON CONOVER, Swedesboro,, N. J., whose article in this magazine, May 1, last year, on "The Diploma Business" attracted much attention, has published (The Johns Hopkins Press, Baltimore) a "Working Manual of Original Sources in American Government."

A supplement to the collegiate textbooks on American Government, his problems aim to introduce the student to the general field of original sources in the American Federal system, including its component National, State, Municipal and Local units, so that he may perceive this Government as one composite living organism, executing its many co-ordinated functions. The problems can but cultivate the creative instincts and afford a constructive expression of productive energies. The exercises are adapted to the Congressional set of public documents found in every library that is a complete depository of the National government.

Jottings by the Wayside in Hawaii

By L. H. PUKEY

Boston

As we glide through the peaceful waters of the Pacific, nearing the 180th meridian, where today becomes tomorrow in order to keep up with Father Time, we keep asking ourselves what would the readers of the Journal like most to hear about America's outpost in the Pacific, the Hawaiian Islands, and their schools. It is to be hoped that few of them are so shaky in their geography as was that New England teacher who, at a recent meeting of the N. E. A., asked one of the Hawaiian delegates: "Just how far is Honolulu away from Cuba?" For the benefit of all, however, we will say that these islands where the lanes of the Pacific meet, lie about 2,200 miles southwest of the mainland, or in terms of steaming days, five to six days distant. So far south are they that a line drawn due west from the City of Mexico would cut the largest of the group. In area they about equal Connecticut and Rhode Island combined, and in population Jersey City or Rochester.

The Hawaiian Islands consist of twenty separate islands organized into four counties, with a local government closely resembling that of counties on the mainland. They are a regular territory of the United States—in fact the oldest present one—and as such have a governor appointed by the President. Honolulu, the capital city, is situated on Oahu, the third largest island of the group, and has a population about equal to that of Harrisburg or San Diego.

If there be any place where East and West do meet, surely it is in these islands. One visiting them for the first time necessarily feels rather strange, surrounded as he is by so many Oriental faces, for three out of every five persons met came from the Orient, or are the children of those who did. Persons, on the other hand, who are more or less familiar with life in Oriental lands realize at once that these yellow and brown peoples are no longer children of the East. It is a safe assertion that few of the Hawaiian-Japanese and even fewer of the Hawaiian-Chinese would feel at home were they to be transplanted suddenly to the land of their fathers. Mats have given place to beds, braziers to stoves, sandals to shoes, and kimonos to one-piece dresses, until life has become more nearly western than even they themselves realize.

Although a system of public education was established far back in monarchical days, real educational progress dates from American sovereignty. Today there are few states in the Union with so good a system of schools as that the Territory of Hawaii provides for its boys and girls. At the head of this system is a superintendent and six commissioners appointed by the governor. They are assisted by eight so-called supervising principals, whose responsibilities correspond somewhat to those of county superintendents in states organized with the county as a unit, and even more closely to those of the inspectors of schools in a Canadian province. These supervising principals superintend closely the schools of their respective districts. Because the population is largely found in villages or in "camps" located in the sugar and pineapple plantations, there are few one-room schools, and where such would be required otherwise, the pupils as a rule are transported to a central school. In one district alone no less than twenty-four trucks are in operation, carrying pupils ten miles or more. For the most part the buildings are modern and well-equipped. Uniform textbooks are used and are sold to the pupils by the teachers at list price. These books are chosen by a committee headed by the principal of the Territorial Normal School, and as books in not more than one subject can be changed in any one year, plenty of time is afforded for a scientific study of texts before adoption. It is probable that no state having uniformity of textbooks has better machinery for selecting its books than the Territory of Hawaii.

In 1923-24 there were 1,716 teachers employed in the public schools. For years the territory has drawn fully a hundred teachers annually from the mainland, but henceforth it seems unlikely that any considerable number can be absorbed, owing to the large increase in graduates from the Normal School, which next year will probably be two hundred. Indeed, what to do with all these prospective graduates is beginning to occasion some concern on the part of the authorities. Inasmuch as the legislature, still largely native Hawaiian, controls the appropriations for this school, it is impossible to raise the requirements high enough to keep down the number of graduates to what can be absorbed, lest this should serve to orientalize more completely the alumni, and bring down upon the institution the wrath of the politicians. In 1923-24 there were 193 students of Oriental ancestry, compared with 112 of Hawaiian or part Hawaiian, and this year the ratio is still larger. More important even, these Oriental students, although suffering from language handicaps, are far from the weakest element in the student body. And graduates from the Normal School are not the only ones that are finding it hard to secure "jobs" commensurate with their training. Over on Kauai Island we were shown an application submitted by a graduate of the local high school, seeking a position as typist in the county library, so perfect that it might well

serve as a model for students anywhere. So scarce were clerical jobs that the only work this lad had been able to secure thus far was that of "yard" boy. We were told that the rapid increase in attendance at the Normal School during the last two years was due in no small measure to the difficulty experienced in securing positions with commercial houses, and the feeling that teachers were sure to find work. It is to be hoped that in so completely manning the schools with "native sons" the spirit of the corps will not become too provincial as usually happens when inbreeding is carried that far. Indeed, it is question whether one may not already detect signs of this in places.

The unique thing the Hawaiian schools have to show the world is the way the foreign language question is being handled. Because so many of the Oriental children were being educated in part at least in private schools conducted in their native tongue, and as a consequence, growing up, as many thought, to become a menace to American sovereignty, the legislature in 1923 enacted a law placing all such schools under the supervision of the Department of Education. A gentleman with many years' experience as a teacher in Japan was employed to act as "Supervisor of the Foreign Language Schools." Under this law each school is required to obtain a permit to operate and to pay a license fee of one dollar for every child in average daily attendance during the preceding year. At the time the law became effective there were 155 such schools in the islands with a total enrollment of approximately 20,000 pupils. Because the books then in use in these schools were in no sense American, as was to be expected of texts originally published for use in the public schools of Japan and China, the law also provided that a series of books should be prepared to conform to American ideals, and that thereafter those books should be used to the exclusion of all others in the foreign language schools. The law further forbade any child to attend such a school for more than one hour a day and not unless he had reached the third grade in the public school.

Immediately native propaganda against this law was begun among the Oriental population of the islands, with the result that funds were raised to attack its constitutionality in the courts. An injunction was secured and under its protection, during the school year 1923-24, eighty-five schools out of the 161 foreign language schools in the territory, operated without conforming to the law. More important still, 13,069 pupils, or nearly one-fourth of all the children attending school in the islands, were enrolled in these un-American schools. This question is still in the courts and will, no doubt, eventually reach the Supreme Court of the United States. Meanwhile, the Department of Education has published a most attractive, though rather high-priced series of Japanese readers, and is going ahead with its examination and licensing of schools and of teachers.

Where the foreign language schools conform to the law, they are permitted to use the public school buildings at the close of the regular session. Many of them, however, are still conducted in private buildings or in Buddhist temples. We visited one having an attendance of about four hundred pupils and manned with six teachers. The pupils came in sections beginning at 2.30 p.m., when the public school closed, and continuing until dark, each section remaining one hour. The equipment consisted of home-made benches and desks, much like those formerly found in rural schools on the mainland. On the wall of the main corridor hung a half-hundred or more little wooden tablets, each containing in Japanese the name of a subscriber to the support of the school. It seems that the tuition fees paid by the pupils are not sufficient to maintain the schools, and so not only is every Oriental man in the community assessed a sort of poll tax, but in addition, subscriptions are resorted to. The average salary paid to men teachers is said to be about $78.00 a month, and the tuition rate varies according to the number of pupils sent by the same parent, the more children, the lower the rate.

In the school that we visited, the principal, a bright-looking young Japanese, spoke no English. His assistant, in answer to our question as to whether they taught any English in the school, informed us that the pupils were taught to translate from English into Japanese, and vice versa. It surely could be nothing but written English, for no one around that school spoke intelligibly to us except the principal's little daughter, an eight-year-old child, who had attended the public school of the community. It should be said that this particular school was licensed and operated according to law.

One of the most promising things we saw in the islands was the eagerness of the Oriental children to read American children's books. In each of the counties there is an excellent library doing extension work, much as is done by the county libraries in California. A very large part of their circulation is with children from Oriental homes. Even the "babies," as one librarian expressed it, "will fib as to their age in order to secure cards and thus to be able to borrow books." We saw what these books meant in their homes, one evening, as we were walking in a strictly Oriental portion of Honolulu and counted no less than twelve different children poring over library books in the fading twilight.

If we might be permitted to indulge in a bit of prophecy, we would add that we think the biggest problem facing Hawaiian education is not that of the foreign language schools or of teachers or of curriculum, but of creat-

ing opportunities for the boys and girls educated in her public schools. Can it be expected that graduates of American high schools, or even of such excellent elementary schools as the islands afford, will be content to settle down in jobs now filled by persons with no such education! With business in the territory more largely in the hands of a few powerful families than in any other similar part of the American commonwealth, the question of what their opportunity shall be waxes important. If the typist graduated from the Kauai High School cannot find a job in his line on that island, what chance has he over on Oahu, where he must compete with the graduates of a half dozen much larger institutions! And if not there, where? On the mainland, two thousand miles away? This is Hawaii's problem and the future prosperity and happiness of her delightful islands depends far more on its solution than on the immediate price of sugar or any of the other questions with which her big business interests now concern themselves.

The New Order Cometh

By WILLIAM A. McKEEVER

There is a new program coming for education, including radical changes in both theory and practice.

First. The new education will centre upon the changes to be wrought in both the intelligence and the character of the individual by means of re-direction of the sub-conscious mind.

Second. It will be assumed that all ordinary children inherit all the fundamental race tendencies and dispositions, while some of these characters may be weaker and some stronger as springs of action and intelligence in the given individual.

Third. The so-called intelligence tests, now in use, will give place to racial tests; that is, to determine what of the essential racial interests and instincts have been reproduced through personal experience of the individual, and what ones have been repressed or perverted.

Fourth. So-called brightness will be regarded as temporary dominance, and so-called dullness as temporary recessiveness of a given ability. The children of two persons so marked in this generation may see the situation reversed in their own offspring.

Fifth. Practically all mental difficulties as well as all physical diseases will be traced to errors and abuses in the initial impressions given the sub-conscious mind. These will be submitted to the same general treatment for correction and relief.

Sixth. Sin, sickness, crime, and immorality will be regarded as forms of suppression and perversion of early instincts and desires. Ignorance will also be treated as pathological or as something which should have been recorded in the sub-conscious mind at a given time and age, but was not.

Seventh. The modern teacher will be more a transformer and far less a reformer, than at present. She will be properly classified as a healer of diseases; that is, a corrector of the sub-conscious errors, shocks and omissions which later issue in ignorance, immorality, sickness and failure.

Eighth. Every normal child will be regarded as equal to the others as an inheritor of the general race qualities, even though some of these happen to be recessive. There will be a uniform reverence for all the common forms of personality and individual behavior; and the facts of every ordinary career, when revealed, will be regarded as interesting and even inspiring.

Ninth. The schools will slowly depart from their present system of individual competition and from exploitation of the supposedly weaker by the so-called brighter and stronger. Some form of genius will be regarded as potential and realizable in every common individual. Applause and praise will be accorded to all alike, but to each in accordance with his peculiar genius. The so-called honor system will become obsolete, it being a method of artificially and exclusively giving awards to a certain few of no more intrinsic and practical worth than the others.

Tenth. Will, or volition, will assume a secondary place in education, while ideation, or vision, its more powerful substitute, will come to its place of true supremacy. To become transformed by the renewing of the mind will then be the watchword of progress, but this motto will refer chiefly to the sub-conscious mind. The main task of teaching will be to guide the experience desired or indicated by the instinct of the learner. The main task of correction will be to effect changes in the sub-conscious nervous system; that is, to close old and undesired channels of excitation and to open new ones. These complexes will lose their form and shape as it were a wax impression dimming out under the influence of heat. The transforming influence here applied, however, will be the clear-cut affirmation, held during a period of extreme relaxation.

Eleventh. The leaders of education will give up their somewhat unconscious but powerful practice of exploiting the schools and the children for laboratory researches. They will learn to discern life more abundant in all common pupils, and to apply their efforts to the unfoldment of every personality in accord-

ance with its mixed inheritance of dominant and recessive race tendencies and qualities. The schools will exist for the sake of unfoldment of personality and not for the sake of further demonstration of some one's educational method or ability.

Twelfth. There will be a new philosophy of education, the standards of which will be the unchanging and inherent race qualities. The measure of achievement will be radically changed from so-called success to a matter of participation in the great essentials which bind the human family together. To educate will then mean to humanize; that is, to lead the individual through brief practice and participation, into an outline of personal knowledge of how other common individuals think, move and have their being. The retarded child will be the one who is in arrears as to the practices common for his psychic or physiologic age.

A CORRECTION.

Oshkosh, Wisconsin, July 18, 1925.

The Journal of Education said recently that Oshkosh defeated Western State Normal School of Kalamazoo, Michigan, in debate this year. This is contrary to the fact. Western defeated us decisively in debate and won the tri-state championship of Michigan, Wisconsin and Illinois. We won second place in this contest. Western State Normal School by their decisive victory over us and also over the Illinois State Normal University is entitled to all credit and all honor in this debate.

Very truly yours,
H. A. Brown.

New Larned History

The New Larned History is complete with Volumes XI. and XII. which take history through the World War. We never felt the paucity of language quite as much as in attempting to comment on this remarkable work, for since our receipt of the first volume of the New Larned History we have been doing some work that has required expert knowledge of history in several centuries and from several angles. We have always been interested in history, have had a fairly good personal library of historical works, and have been a devoted user of libraries, and from recent experience especially we speak advisedly when we say that these twelve volumes have been of greater service than all other volumes in any libraries.

We know of no equal historical service rendered education at any cost. All other world histories without these twelve volumes could not be of service to junior and senior high schools which these New Larned volumes will be. We used the original edition 1893-4, then the second edition, 1901, with great devotion, but this "Complete Revision," "The New Larned History for Ready Reference, Reading and Research," comes as a scholastic revelation. We would not be willing to write on any subject in science, art, or literature if we could not have access to these twelve volumes.

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The American Oxford

By A. E. WINSHIP, Editor

Ohio's Oxford with its co-educational Miami University, its Oxford College for Women, and its Western College for Women, is a lovely classic city with high social morale, with a record of national influence approached by few cities of any size west of the Alleghanies, and in a way that no other city has influenced the Great West.

The Middle West, notably the states of Ohio, Indiana, and Illinois have the most distinct personality of any states in the country. Eastern Iowa and the extreme south of Michigan and Wisconsin have somewhat of the same personality.

The North Atlantic States, indeed the Thirteen Colonies, are primarily conventional, while the tendency west of the Missouri, and northwest of the Mississippi, is toward individualism, but the section between the Alleghanies and the Mississippi, the Great Lakes and the Ohio, has a distinct and commanding personality.

Since 1856, prior to last November, only three men were elected to the Presidency who did not come from this personality section, Ohio, Indiana, and Illinois, and these three men and the President elected last November have all had Vice-Presidents from the three personality states.

Several causes have contributed to the creation of this personality. Prominent of these was the influence of the school readers written in the American Oxford by a professor of Miami University, William H. McGuffey.

No one has portrayed the influence of these McGuffey Readers as brilliantly as has Herbert Quirk in his article, "The Way of a Man," in the Saturday Evening Post of July 11, 1925, from which we quote extensively:—

"To two farmer boys born, one in Washington County, Pennsylvania, and the other in Ohio, I owe my first taste of good literature. They were William and Alexander McGuffey, the authors respectively of the First and Fifth Eclectic Readers, and the Fifth Reader of the edition of 1844. These were the standard school readers of my day; except that the 1844 Fifth Reader, or McGuffey's Rhetorician's Guide, had been found too difficult, not only for the pupils but for the teachers of the community. My copy of it was an old dog's-eared volume left by my Brother Orison when he left for Pike's Peak. These textbooks constitute the most influential volumes ever published in America. They were our most popular reading books for generations. They had a spirit of their own. And it was the spirit of America at its best.

"William McGuffey's mother was praying aloud in her garden, when a man passed who was connected with an academy. He heard this pioneer mother praying for an education for her son. He saw to it that William had his chance to attend an academy where his tuition cost the sum of three dollars a year, and his board seventy-five cents a week.

"William McGuffey and his brother Alexander were the authors of the school readers I studied in school and read at home. These books were intensely moral, soundly religious, and devoted to the inculcation of habits of industry, mercy and most of the virtues.

"My mastery of the first and second readers —just the opening of the marvels of the printed page—was a poignant delight. The reading of anything gave me a sort of ecstasy. These books did not, however, set in operation the germinant powers of actual literary treasure-hunting. They did give to the mind of the writer and to the world some things of universal knowledge. We learned that George Washington could not tell a lie about the cherry tree; and that his father proved to him the existence of God by the device of sowing lettuce in a trench which spelled George's name. 'It might have grown so by chance,' said the elder Washington in this Second Reader lesson; but George saw clearly that it could not have come by chance. Someone sowed those seeds in that way.

"And his father assured him that this world of wonderful adaptations could not have come as it has by chance. There were many fables, and lessons about insects, birds and beasts. Our habits, our morals and our faith were carefully kept in mind.

"In the Third Reader Mr. McGuffey began to give to my young mind some tastes of real literature. It had several beautiful selections from the Bible. Croly's description of the burning of the amphitheatre at Rome, which I have never run across anywhere since, was one of the lessons. There was an analysis of 'How a Fly Walks on the Ceiling,' which gave me as much of an urge towards natural philosophy as if it had been a correct one—which it was not.

"One gets a glimpse into the McGuffey character from the treatment which the Indian received in these books. The author, whose father was an Indian fighter of renown, and who must have sat entranced at fireside stories of Indian wars, in several lessons in these readers treated the Indian with great respect. There was Logan's great speech in the Fifth, for instance. I can see it before my eyes still: 'I appeal to any white man to say, if ever he entered Logan's cabin hungry, and he gave him not meat; if ever he came cold and naked and he clothed him not.' I wonder how much

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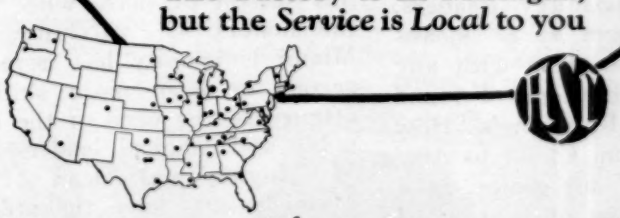

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of the persistent sentiment among Americans favoring justice to the Indians comes from these old readers. It has not saved the race from exploitation and oppression; but it has always persisted, and has done much good.

"The Third Reader introduced me to such writers as Croly; Irving; Woodworth, through 'The Old Oaken Bucket'; Scott, and others, but not by their names. In the Fourth we had William Wirt, Wendell Phillips, Lord Bacon, Eliphalet Nott, Addison, Samuel Rogers in his Ginevra, Willis, Montgomery, Milton and Shakespeare, Campbell, and a variety of lesser and anonymous authors. The Fifth Reader carried me on to longer and more mature selections, all chosen by the same rules—the rules of gradually introducing the child to the best of English literature with no letting down of the requirements as to morality and religious sentiment. There was more of Shakespeare, some of Byron, Milton, Johnson, Bryant, more of the Bible and much British matter now lost—to me at least. Every selection was classic English.

"These volumes were tarnished by daily use in the schoolroom. 'We must educate, we must educate,' ran a sentence in the Fifth, 'or we perish in our own prosperity!' This was a terrifying and portentous outburst when I first read it.

"But the old Fifth Reader of 1844 we never used in our school. My brother's copy was a wonderful mine for me. The front cover was gone, and a part of the Rhetorician's Guide, which told us when to let our voices fall, when they should rise, and when the circumflex was required. But the text consisted of some hundreds of pages of closely printed selections made by Alexander McGuffey with all the family judgment and taste.

"There was Pope with 'Hector's Attack on the Grecian Walls,' from that version of the Iliad of which a critic said: 'A pretty poem, Mr. Pope, but don't call it Homer!' There was 'How the Water Comes Down at Lodore.' There was oratory—Pitt, Burke, Fox, Barré, Otis, Adams, Webster, Hayne. I had the volume all to myself. There were months when it was my only resource in my favorite dissipation of reading.

"A small ration, these McGuffey Readers, for an omnivorous mind; but a by no means negligible one. I did not use them with any intelligence. I simply enjoyed them. I found a tune to which I could sing Browning's 'How We Took the Good News from Ghent to Aix,' and sang it at the top of my voice as I followed my cows or the plow or harrow. I shouted Ivry to the vastnesses of the prairie. I deepened my boyish voice to orotund on 'Now godlike Hector and his troops descend,' and 'They tug, they sweat, but neither gain nor yield one foot, one inch of the contested field!'

"And somehow I was inoculated with a little of the virus of good literature. I gained no knowledge that it was anything of the sort. I got not the slightest glimpse into the world of letters as a world. Nobody ever said a word to me about that. I read nothing about it for years and years afterward. But when I did come to read the English classics I felt as one who meets in after years a charming person with whom he has had a chance encounter on the train. I had already met the gentleman. I could say as I opened my Shakespeare, my Milton or my Byron: 'Why, don't you remember our meeting away back on the farm in that old book with the front cover torn off? Here's this passage in which the little prince appeals to Hubert de Burgh not to burn out his eyes with those hot irons! I haven't read it yet, but I'll just repeat it from memory. You're no stranger to me. I don't know much of you, but what I do know I know well!'"

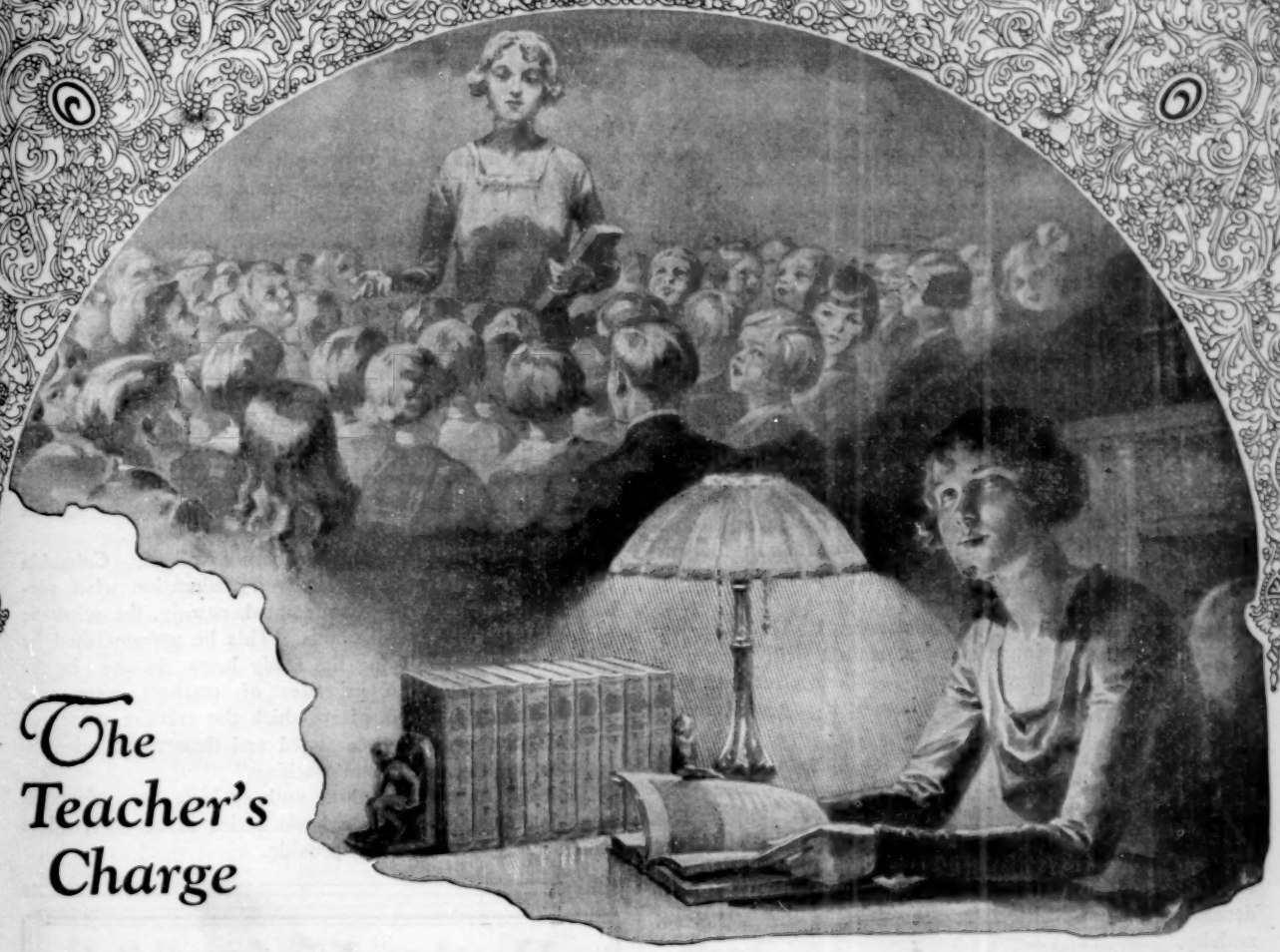
Herbert Quick's passing a few months ago is one of the griefs of my life, for I knew him as I have known few men. I had several letters from him during the last months of his life. I have especial interest in the series of articles on "The Life of a Man" running in the Saturday Evening Post because he wrote me that he had been "beguiled into writing a series of autobiographical articles by the editor."

Herbert Quick was a noble American, writing extensively and intensively, editing several agricultural magazines of large influence, some of the most influential books, of which his "Brown Mouse" was probably the most important educational book for teachers, especially of country schools, that has been written in a generation, and he always attributed much of his achievement to the influence of the McGuffey School Readers.

Naturally Oxford has had the characteristics of Dr. William H. McGuffey raised to the nth power, and consequently the presidents, deans and professors have been men born to lead students and the public, far and near, along the lines so wonderfully featured by William McGuffey, when such leadership was of inestimable value to the Middle West and to America.

It was one of the really notable events of this season to share with William McAndrew the honors of "McGuffey Day" at Oxford. Miami University has never been more prosperous or been more skilfully and devoutly attuned to the need of the day than under the noble and magical leadership of President R. M. Hughes and Dean of Education H. C. Minnich, who have the ardent and loyal support of an exceptionally well-equipped faculty.

And everything in Oxford, in Miami University, in Western and Oxford Colleges, enjoys and profits by the noble influence of Dr. O. T. Corson, whose professional personality has been one of Ohio's large contributions to the maintenance of the civic and religious personality of the Middle West.



The Teacher's Charge

TO THE teacher is intrusted the young mind of the world, the most precious heritage of every nation. To the teacher comes the little tot in his formative and most impressionable years, eager to learn, willing to obey, implicit in his confidence, anxious to be led. Upon the teacher devolves the great responsibility of taking that impressionable mind and moulding it, developing it and insuring that its fundamental principles shall be sound—a foundation from which may be developed greater power than the present generation has known.

Upon the teaching profession depends the mental progress of the nation and of the world. That is its charge. Increased interest on the part of the public and greater expenditures for education show an appreciation of and confidence in the personnel of the profession.

Normal and College training has brought forth the highly trained teacher, has given her Method of teaching, has taught her to take the young mind as it comes and develop its highest faculties. It has given her that training and told her the kind of tools she must use, but there the Normal School and College must stop. It is not within their function to develop and supply these tools; that must be left for the specialist publisher with his corps of educational experts. The publisher who comes to his task with the same high purpose and sense of responsibility that animates the conscientious teacher.

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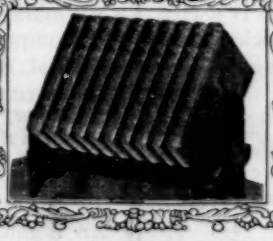

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COMPTON'S PICTURED ENCYCLOPEDIA

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

PLANE GEOMETRY. By F. Eugene Seymour, New York State Department of Education. Cloth. New York, Cincinnati, Chicago, Boston and Atlanta: American Book Company.

The slipping aside of interest in Plane Geometery which was so noticeable a little while ago has been entirely checked by authors who meet modern conditions with modern spirit and practice.

Mr. Seymour's book presents the latest successes in a highly successful way. He was one of the first prominent high school men to set about checking the slipping tendency. Instead of whining, as so many teachers of mathematics did, blaming "the times," "soft pedagogy" and other things, Mr. Seymour proceeded to popularize Plane Geometry through better teaching of Plane Geometry. He did not plunge young men into Demonstrative Geometry until they fully realized their need of it. In the language of the day he created an appetite for it before he put it on the bill of fare.

As a teacher he was a pal of his students. He was never sarcastic, was never impatient, just waited with them until they wanted to do some thinking for themselves and then he thought with them until they thought it was their thinking that solved the problem.

None of his students were bored by the geometry lesson, were never discouraged in it. He had them use their geometry lesson as an appetizer for keen independent thinking, mental activity of which they were proud.

He has made a book which can but inspire any teacher to inspire every student to revel in the opportunity to demonstrate a proposition for sheer love of the intellectaul activity.

THE PATHWAY TO READING. By Bessie Blackstone Coleman, Willis L. Uhl, University of Wisconsin, and James Fleming Hosic, Teachers College, Columbia University. Illustrated by Maud and Miska Petersham.

THE PATHWAY PRIMER.

THE PATHWAY FIRST READER.

THE PATHWAY SECOND READER.

THE PATHWAY THIRD READER.

A TEACHERS MANUAL for each book.

New York, Newark, Chicago, San Francisco: Silver, Burdett and Company.

To give any adequate estimate of "The Pathway to Reading" from the standpoint of the science and art of the aspirations of the authors would require many pages of the Journal of Education, so that we must suggest that you, interested reader, send to Silver, Burdett and Company, at New York, Newark, Boston, Chicago or San Francisco for illustrative material, and you will receive a vast amount of interesting, attractive, important material which is itself a beautiful pathway to a knowledge of the pedagogical and psychological mastery and the scientific and artistic genius of three authors.

Read what the publishers say of these authors, and we think they have not overstated the facts. So far as they relate to Dr. Hosic we know they are not overstated. Unfortunately we cannot check up on Miss Coleman or Mr. Uhl a personal acquaintance.

"Bessie Blackstone Coleman has doubtless taught more different types of children in more different types of schools (city, town, and rural) and under more trying and unusual circumstances than any other person in the United States; for as a teacher of reading her experience has covered a number of years, but it is as a *Specialist in Reading* that she has worked from grade to grade and school to school in practically all the Eastern, Southern, and Mid-Western states In addition to her own training and experience, she has had the benefit of the helpful criticisms and suggestions of countless successful teachers of reading.

"Willis L. Uhl, University of Wisconsin, has made a nation-wide study of the likes and dislikes of children with respect to reading selections. He has critically analyzed reading materials and the objectives of reading; and has judged the results of teaching reading by observations, standardized measurements, and laboratory investigation. Finally, he has checked method, content, and aims against the results attained.

"James Fleming Hosic, Teachers College, Columbia University, has done for elementary education what perhaps no one else has even attempted, namely, the scientific evaluation of reading methods. This he accomplished by analyzing and classifying the study helps in use in the grades. The common practices of teachers were also compiled and analyzed, after which the relative values of methods and devices were tested and determined scientifically through experimental teaching."

Suffice it to say that these authors have been given all possible helps in making a basic series of school readers which publishers' skill can provide.

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MODERN EDUCATION SERIES. Edited by James E McDade. Published by Plymouth Press, Chicago.

These publications are pamphlets which make the price reasonable. The issues which have come to our desk are: "The Prevention and Correction of Errors in Arithmetic," by Garry Cleveland Myers, Ph.D., Cleveland School of Education; "The Socialized Recitation" and "The Socialized Recitation in English," by Louise C. Rusch; "An Introduction to the Use of Standardized Tests," by Denton L. Geyer, Ph.D., Chicago Normal College; "The Project Method in Geography," by Helen M. Ganey; "The Teaching of Common and Decimal Fractions," by Edward Wildman, Shields School, Chicago, and "The Teaching of Spelling," by Daniel J. Beeby.

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MARIFLOR (La Esfinge Maragata). By Concha Espina. Authorized translation from the Spanish by Frances Douglas. ix+425 pages. New York: The Macmillan Company.

One by one the outstanding Spanish authors of the present day are becoming known to American readers. First came the really remarkable vogue of Vicente Blasco Ibáñez, which brought the Spanish novel to the attention of the Anglo-Saxon world in a most striking way. Now we have translations not only of Blasco Ibáñez, but of Pío Baroja, Pérez de Ayala, Valle-Inclán, Ricardo León, and a number of Spanish-American novelists. It has remained for Miss Douglas to give us the first translation from the works of Concha Espina, greatest of living Spanish authoresses and a worthy successor to the late Countess of Pardo Bazán.

Few Americans realize how noteworthy have been the women of letters in the Spanish-speaking world, in which—according to popular belief, at least—women are always "kept down." If England had her George Eliot and France her George Sand, Spain can match them with Fernán Caballero, who like her congeners in other countries hid her sex under a masculine pen-name. Pardo Bazán, already mentioned, was called by Havelock Ellis "the most notable woman of Europe in her generation." If we go back further, what country has a poetess to rival Santa Teresa, whose "Bookmark" Longfellow translated so charmingly? South America has produced Gabriela Mistral, Alfonsina Stornia, César Duayen, and a host of other women writers of first importance.

Concha Espina, whose "Esfinge Maragata" Miss Douglas has translated so capably in the present volume, has been mentioned for the Nobel prize, and this novel, her masterpiece, has been given the highest honors in its gift by the Spanish Academy. The tale deals with the simple life of the "Maragatos," a primitive race of Spanish highlanders, supposed to be descended from the earliest inhabitants of Spain, and its theme is the struggle of the heroine in the conflict of love and duty. Simply yet artistically told, ably translated in a fashion most unusual in books of the sort, "Mariflor" is a representative example of the contemporary Spanish novel. It is a far better book to be put into the hands of our young people than the trashy novels produced by many of our popular writers.

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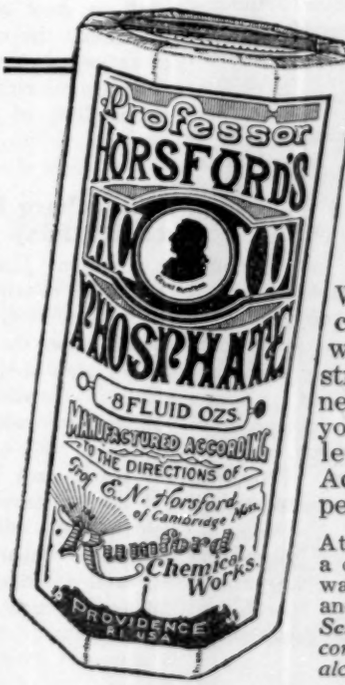

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TREND OF THE TIMES

Five-Year Plan Offered to France

Negotiations looking toward settlement of the French debt to the United States ended without a permanent agreement being reached. M. Joseph Caillaux, Finance Minister of France, sailed for home on the steamship France October 3, carrying with him the American proposal for a temporary plan which calls for yearly payments of $40,000,000 during the next five years. This sum would be in lieu of interest on the debt for the time being. Before the end of the five-year period, the two governments would endeavor to reach an agreement with respect to refunding. There was a difference of about a billion dollars between the best offer the French representative made and the lowest terms the United States felt it should accept.

President Coolidge has expressed encouragement over the outcome of the parleys. He believes the assent of Congress will be given to the arrangement. M. Caillaux, having been sent to work out a permanent refunding agreement, did not deem himself empowered to sign the five-year plan, but said he would submit it to his government. Despatches from Paris indicated general rejoicing in France over the refusal of the United States to accept the French offer, which many French statesmen regarded as too generous.

The strength of the American proposal consists in its leaving the final adjustment open for a few years until France shall have gained more confidence in her ability to pay. The nub of the difficulty, as defined by Secretary Mellon, was the difference of opinion as to what France would be able to do in the future. Both sides were agreed upon her present need of leniency.

Incidentally the $40,000,000 a year provided for in the truce amounts to but one per cent. on the French debt of approximately $4,000,000,000.

Coolidges Have Been Wed Twenty Years

By way of celebrating the anniversary of their marriage, October 4, 1905, President and Mrs. Coolidge planned to take a "twenty-year wedding journey" to Omaha, where Mr. Coolidge was scheduled to address the American Legion convention on Tuesday, October 6.

33 Lives Lost in Submarine S-51

Efforts to raise the United States submarine S-51, sunk in collision with a Boston-bound coastwise steamer, City of Rome, off Block Island, September 25, were continued several days, until all hope was lost that any of the thirty-three men on board were alive. Heavy seas caused the craneships to halt for a time. On October 1, after all possibility that the crew were alive had passed, a diver bored a hole through the engine room hatch and found the space flooded. The great weight of the submarine, which two derrick ships having a combined power of 350 tons could not lift, had already pointed to the condition found by the diver. The next day it was definitely learned that the entire boat was flooded and that the thirty-three victims had perished immediately while endeavoring to escape. A number of bodies were brought to the surface. Three of the crew were rescued by the City of Rome at the time of the accident. The three sailors, as well as most of the passengers, declare that the captain of the City of Rome was in no way to blame for the collision, which was apparently due to mishandling of the submarine.

Hindenburg Frowns on Birthday Fuss

President Hindenburg of Germany urged his countrymen not to stage any parades or other demonstrations in his honor upon the occasion of his seventy-eighth birthday, October 2. Various Nationalist organizations had planned to make a gala day of this occasion. The chief executive wished to avoid such personal glorification of himself as would irritate the antimonarchists. Germany's war idol is evidently content to serve the republic as well as he can and leave the applause for later.

LaFollette's Son Goes to Senate

Robert M. LaFollette, Jr., was overwhelmingly elected to the United States Senate from Wisconsin, to fill the seat vacated by the death of his father. In the voting, which occurred September 29, the younger LaFollette, who has progressive tendencies similar to his father's, received 120,000 votes more than his nearest rival.

Horses Returning in City Trucking

In New York, seventy-three per cent. of trucks in the docking district are horse-drawn. Three or four years ago it looked as if the horse would be eliminated from the streets of New York; today it is the motor truck that is gradually going, says the Christian Science Monitor. It actually costs by motor truck to haul certain classes of freight from the docks in New York to the Bronx—a distance of about five miles—more than it does to transport that same freight across the Atlantic, marine insurance included. It costs six cents per minute to operate a five-ton motor truck in a city, and only two cents a minute to operate a team and wagon of equal capacity. The matter of length of service also has an important bearing on this problem. The initial cost of a motor truck is three times as much as a team and outfit, with a depreciation of twenty-five to thirty-three per cent., which gives it only from three to four years' profitable service, as compared with ten years' team service.

America Building Large Number of Churches

The United States is entering a remarkable era of church building. C. Stanley Taylor, editor of the Architectural Forum, estimates that, of the $5,000,000,000 spent on new buildings during 1925, $400,000,000 is being spent for church buildings. His estimate is based upon reports from 1,562 architects and shows that this year's church expenditures are practically double those of 1924, which in turn had trebled those of 1923.

Machine Gun Output Grows

Machine guns apparently are growing in popularity. The principal private arms factory of France increased its profits by one-half last year over the preceding year, and now is vastly enlarging its plant. During the war this concern naturally made millions of quick-fire guns and since the armistice its succeeding annual statements prove that its business has expanded beyond expectations. The number of guns made and who got them is not announced.

The United States Shipping Board by a vote of four to one, awarded to Henry Ford, who bid $1,706,000, 200 vessels for scrapping.

Mail Planes to Land On Post Office Roof

A landing platform for mail planes on the roof is included in plans for a new $15,000,000 Chicago postoffice which Congress will be asked to approve at its forthcoming session, Postmaster Arthur C. Lueder has disclosed. The platform would be two city blocks in length and provide space sufficient for De Haviland planes. Its use would trim the air mail time between Chicago and Eastern points by nearly an hour, which is required now to transfer mail from the field at Maywood.

Retail Sales Show People Buying

Sales at 528 retail stores which made preliminary reports to the Federal Reserve Banks from all sections of the United States were seven per cent. larger in August than in the same month last year. Sales at mail order houses were 20.7 per cent. greater than last year and buying at five-and-ten chain stores was 13.5 per cent. larger.

Great Advance in Use of Rubber

An increase in crude rubber consumption in the United States this year of approximately 50,000 long tons, despite high prices forced by British restriction, is indicated in a report just issued by the Department of Commerce. Consumption is placed at 233,875 long tons for January-July, or an average of 33,400 tons a month. It is expected that the consumption will total at least 385,000 tons for the year.

Removal of "Bark" From Dog

In a clinical demonstration at Portland, Ore., conducted by the American Veterinary Medical Association, the "bleats" were removed from two goats and the "bark" from a dog, says The Pathfinder. The operations were performed for the instruction of visiting practitioners. According to Dr. Frederick Whipple of Peoria, Ill., similar operations can be performed on any animal as easily as tonsils are removed from human beings.

Low Water Uncovers Gunboats Sunk in 1864

Old hulks of Federal vessels sunk in Johnsonville, Tenn., in the fall of 1864 when Johnsonville, then used as a subdepot for Sherman's army, was attacked by Forrest's cavalry, have become exposed by the low stage of the Tennessee River. More than a million dollars worth of medical, quartermaster and commissary stores were destroyed in connection with Forrest's attack. Articles so far salvaged include some bottles of brandy, said by old-timers to be none the worse for sixty odd years at the bottom of the river. A Nashville weekly declared: "That's one naval disaster that can't be blamed on Secretary Wilbur."

Frenchman Returns American Decoration

A tin hat belonging to one of Verdun's veterans, seven wooden legs and one American decoration were left at the American embassy by a delegation of French soldiers of the great war, with instructions that they be forwarded to United States Senator Borah. Lieutenant Pierre Hericourt, chief of the delegation, told First Secretary Hallett Johnson that on the eve of the departure of the French debt commission to the United States they wished to remind Senator Borah that he must take into consideration the 1,500,000 of France's war dead and maimed.

Constantinople Now Invites Tourists

Constantinople, city of emperors, sultans and caliphs, has fallen to low estate. Replaced as Turkey's capital by Angora and rapidly losing its commercial leadership to such Anatolian ports as Smyrna and Mersina, a Turkish Government commission has recommended making it a show place for curious tourists of other lands. Turkey's first Tourist Bureau is being formed and every effort will be made to attract tourists to the erstwhile queen of the world's cities.

Memory of Jenny Lind Honored on Anniversary

The seventy-fifth anniversary of Jenny Lind's first concert in the United States in Castle Garden, September 11, 1850, was honored by a meeting of members of the Jenny Lind Association at the Aquarium, formerly Castle Garden, in Battery Park, N. Y., and the placing of a laurel wreath on a bust of the singer. Where some 10,000 people gathered to listen to the singing seventy-five years ago of the Swedish songbird, some of whom paid $20 apiece for seats in rowboats anchored off the Battery, barely twenty gathered to commemorate that occasion and a fringe of perhaps thirty more, visitors to the Aquarium proper, gathered around the celebrants.

The value of the United States' imports to Australia for the year ended June 1, 1925, was the highest on record, totaling $193,000,000, an increase of $21,000,000 over last year.

Potato Crop to Be Smallest Since 1919

The country's crop of white potatoes will be seventy-six per cent. of last year's and about eighty-two per cent. of the average for the past five years, according to an estimate sent out from Wakefield, Mass., September 12, by the New England crop reporting service. The crop will be the smallest since that of 1919, the forecast indicates.

New England has seventy-five per cent. of last year's crop and eighty-three per cent. of her average. New York has 33,353,000 bushels, against 46,620,000 last year, while New Jersey has just half of last year's crop. Pennsylvania is somewhat below last year's mark.

In the eighteenth century a British Foreign Minister handed Chandernagore over to France in the belief that it was a West Indian island. As a result of this error the French colony of Chandernagore still exists in India, only twenty miles distant from Calcutta.

Gross expenditures on roads in Connecticut during the last fiscal year amounted to $10,801,696.69, an increase of about $2,000,000 over the amount spent during the previous year, according to a statement issued by the Connecticut State Highway Department.

Los Angeles boasts one of the largest electrically driven ice machines in the world. It has a daily capacity of 700 tons and is operated by an electric motor of 800 horse power.

During the past five years fire in the province of Ontario has destroyed over a million acres of forest annually and in 1923 two million acres were wiped out.

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EDUCATION IN ACTION

Yale Theatre to Lead World

The most completely and adequately equipped laboratory for play writing and play production is to be erected at Yale University, it was announced by the university secretary's office. Digging for the foundation of the theatre, made possible through a gift of Edward S. Harkness, '97, of New York, has begun. The gift also will provide for the establishment of a department of drama in the Yale school of fine arts. The building, of Gothic design, will have three distinct features, a complete theatre, a school for the drama and accommodations for the Yale dramatic association. Lecture rooms will be provided. There will be workshops where scenery and costumes can be made and lighting equipment kept and prepared. Rehearsal rooms are planned so that more than one play, or different acts of the same play, may be rehearsed at the same time. There will be a green room for a social centre for the actors and the working force of the theatre.

Specifications for the Yale dramatic centre were outlined by Professor George P. Baker, founder of Harvard's famous "47 Workshop," who is to head the new department of the drama at Yale.

Swedish Children in Summer Training

The old military drill ground at Ljungbyhed, Sweden, was converted into a playground last summer, where 3,000 school children, accompanied by their teachers, have been encamped in the army barracks, while receiving instruction in physical culture and outdoor life. It was the largest mobilization of school children ever seen in Sweden and was so successful that it will be repeated next year.

Bible Sales Pay Way Through College

The Bible still is the best seller and is a friend in need, says the Arkansas Gazette. William Sessions, of Helena, Ark., proved this during this summer. Mr. Sessions is attending the University of Arkansas preparing for the ministry. He is working his way through college and in the summer months he sells Bibles and "Stories of the Bible," a book for children, making enough to pay his expenses during the nine months of school.

Sky-Scraper May Solve Yale Problem

A skyscraper, twenty stories high, with rapid elevator service, classrooms, living quarters, swimming pools, libraries and dining rooms, in the middle of the old campus at Yale, was mentioned by Dean Frederick S. Jones of Yale College as a possibility for a solution to the problems of the future expansion of Yale University. At present Yale can expand in only two directions, and either possibility might destroy much of the centralization which has been the keynote of Yale campus plans in the past. The skyscraper would relieve the congestion which forces Yale to lodge a large number of the students in separate houses for lack of dormitories, and would supply conveniences not now available.

More Accurate Knowledge of Students Needed

Dean Herbert E. Hawkes of Columbia College asserted in his annual report that "If we really could know our students, in their minds, their temperaments, their economic situations, their health, their ambitions, it is altogether likely that we could admit a freshman class nine-tenths of which could graduate, instead of only about fifty per cent. The great and commanding challenge to our American education during the next decade is the more accurate knowledge of the kind of young people we are trying to educate."

School Editors Will Convene at Madison, Wis.

The fifth annual convention of the Central Interscholastic Press Association, whose members are the editors and business managers of 1,500 high school and university publications in forty-eight states and three territorial possessions, will be conducted in Madison, Wisconsin, November 27-28, under the auspices of the University of Wisconsin course in journalism. Organization and federation of state and sectional associations will be the chief business of the delegates. Round-table discussions led by a staff of forty experts will consume most of the time of the two-day session. Nearly 1,000 delegates attended the 1924 convention. Since its organization in 1921 with sixty-three members, the body has increased in membership to 254 in 1922, 467 in 1923, 804 in 1924 and approximately 1,500 in 1925.

Enrolls for Life in College

Mrs. Ida Hedges, widow of Job E. Hedges, noted wit, lawyer and one-time Republican candidate for governor of New York, plans to study at college for the rest of her life. Though a woman of mature years, Mrs. Hedges has enrolled for her second year as a Columbia University extension student. She started last year to nurture the intellectual companionship which existed between her and Mr. Hedges, who died last February 22 at Atlantic City, N. J. He was much interested in economics and history, and she is devoting four afternoons a week to academic study of these subjects.

Blank Test Stuns Minds of Students

The "nut quiz" has many of the new students at Northwestern University clinging to the ropes. It consists of forty sentences, in each of which a word has been omitted and a blank space left with a number in it indicating the position of the absent word and the number of letters in the missing word. For the completion of these sentences ten minutes is allowed, or fifteen seconds per question. For example: "A (7) is something inclosing a light and protecting it from wind and rain. A (6) is a shallow channel, pond or lake, especially one near the sea. By (10) is meant the sum of the chemical changes going on in living cells."

Lad in Hospital Does his Lessons

For his plucky effort in trying to maintain a perfect school attendance record after his leg was crushed by a truck, William Thompson, eleven, pupil of Harvard public school, Cambridge, Mass., received an unusual honor from Mayor Quinn. The mayor requested Michael E. Fitzgerald, superintendent of the Cambridge schools, to enable the lad not to miss a lesson while at the Cambridge Relief Hospital recovering from the injury. The school superintendent sent a teacher to the hospital daily to quiz the lad on his school work, which he daily prepared. William was injured on his way to school and his determination not to be absent caused him to appear in the classroom. The teacher discovered his injury and he very reluctantly let himself be carried to the hospital.

Wyoming to Help Handicapped Child

To encourage the formation of special classes for mentally or physically handicapped children unable to do satisfactory work in regular schools, the Wyoming State Board of Education has been enabled by legislative appropriation to offer a bonus to local school boards which conduct approved special classes. The cost of educating a special pupil, it is found, ranges from $100 to $143, or an average of approximately $115 a year. The cost of a regular grade student ranges from $70 to $100, with an average of $84 a year. So great is the demand for trained special-class teachers that the school of education of the state university offers summer courses to meet the requirements of the board of education.

Cities Lure French Farm People

France, like America, is endeavoring to promote rural life and to check the influx of country people to the cities, says Otto A. Glazebrook, United States consul at Nice. At a recent meeting in Rouen of the National Confederation of Agricultural Societies the principal subjects of discussion were the needs of country schools, with criticism of present methods; special training for rural teachers, their salaries, and promotion; adaptation of study courses to country life; practical and experimental agriculture; and co-operation of teachers with agricultural societies in the interest of conservation of country life.

Excessive Absence from School in Ohio

A total absence from school of 58,420 days during one term of eighty-seven days was accumulated by 9,000 children in seventeen small schools in Ohio, as shown by a survey recently conducted to discover the causes of absence from school and reported in Educational Research Bulletin, Ohio State University. This is an average of six and one-half days' absence for each pupil. Causes assigned for absence were: un-named illness, 36 per cent.; specified illness, 35 per cent.; work, 8 per cent.; trivial excuses, 5 per cent.; out of town, 5 per cent. From a third to a half of this absence, it is estimated, could have been avoided by proper co-operation between the home and the schools.

Teacher Has Fifty-Year Record

Having achieved the unusual distinction of teaching school over fifty years, all but seven years of which were in the state of Connecticut and twenty-nine and a half years of which were in Glastonbury, Miss Imogene Bacon has decided to retire from active service at the age of seventy-three years. School conditions have changed considerably since Miss Bacon first began to teach, according to the Hartford (Conn.) Times. Her first salary was $4.25 per week, and her average for the first forty years was less than $400 a year, with which she supported herself and her mother.

Active Scholastic Interchange in Britain

Arrangements for interchange of teachers at home and overseas for the coming year have been announced by the president of the Board of Education of Great Britain. The governments, the provinces of Ontario, Nova Scotia, Alberta and Saskatchewan, the states of New South Wales, Victoria, South Australia, Western Australia and the Province of the Transvaal participate in the scheme, which was recommended by the Imperial Education Conference.

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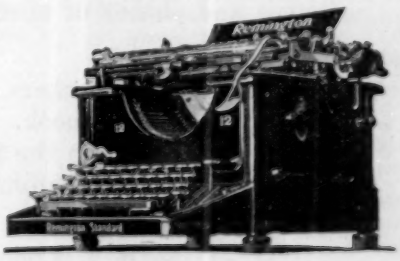

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Form Senate of Education

A Senate of Education, unique in teaching, and composed of representatives of industry and of schools and colleges in every state, will aid in carrying out radical reforms in science teaching during the coming academic year, it is announced by the committee on chemical education of the American Chemical Society. Coordination between schools and colleges is declared to be ineffective, while the present school courses in chemistry are lagging behind the swift development of chemical science in the economy of the nation. The Senate of Education, it was explained, is designed to bring about the essential intimacy of contact between the industries and the schools and colleges.

Automobiles Banned at Connecticut "Aggie"

Students at the Connecticut Agricultural College will not be permitted to have automobiles here during the coming college year, according to an announcement made by President Charles L. Beach. It is the opinion of President Beach that too many students engage in a free lance jitney business, without licenses, and that many others prefer to ride round the state instead of studying.

Russia Bans Homework

"No more homework," was the glad tidings the Soviet Ministry of Education published to console the Russian children at the end of their summer holidays, says a despatch from Moscow. Henceforth, it was announced, "all home preparation, copying, learning by heart, arithmetical exercises, problems, etc., will be categorically forbidden." It is also intended that there be a guaranteed minimum of salary for teachers of 30 to 35 roubles a month, which is equivalent to about $12 to $15.

Cutting Down Illiteracy

A four-year intensive campaign against illiteracy is sponsored by the United States Bureau of Education, in order to reduce the number of illiterate before the 1930 census.

Collegiate Religion Discussed

Plans for the development of courses in religious subjects in all of the colleges and universities of the country were discussed at the closing session of the conference of the National Council on Religion in Higher Education. Fifty educators from Yale, Harvard, Cornell, Columbia and Chicago attended.

Novel Method of Building Up Libraries

To assist rural communities in acquiring libraries a mixed double quartet of the Bloomsburg (Pa.) State Normal School has given concerts gratis in six school districts. The normal school librarian accompanies the singers and gives brief talks on the value of the school library. Four places have been assisted in acquiring libraries and two in increasing their supply of books.

WEAF, New York, will start a series of radio talks on school high spots, October 13. The mobilizer of these high spots will be William H. Allen of the Institute for Public Service, who was chief assistant of the recent Co-operative and Constructive School Survey. It is hoped that teachers, not only of New York City, but of nearby cities, will also take part by short descriptions of progressive work in school likely to interest parents and employers. Mr. Allen and WEAF will welcome new suggestions from principals and teachers.

Homer J. Byrd becomes country life director for Cook County, Illinois, taking the place made vacant by the death of Charles W. Farr.

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GRINS BETWEEN GRINDS

The Obliging Boss

Clerk—"Sir, I'd like to have my salary raised."

Boss—"Well, don't worry. I've managed to raise it every week so far, haven't I?"—Boston Transcript.

A Clean Record

Mrs. Smart (as motor-cop speeds up alongside after chasing her at 45 miles an hour for 10 miles)—"Oh, officer—what time is it? I am so afraid I will be late—I've been married ten years and never yet have I kept my husband waiting."

Officer (also married man)—"It's now 10.20—so you better step on it. Goodby and good luck."

Can Keep Quiet Himself

"Can I sell you this burglar alarm?"

"No, but if you've got anything that will keep my wife from waking up when one visits us, trot it out."

The Reason

Mrs. A.—"Do you take your cook away with you in the summer?"

Mrs. B.—"Oh, dear, no! We couldn't afford to go to the kind of place that would satisfy her."

Enjoyable Trip

"Have you heard from Peter during his great motor tour?"

"Yes. I have had two letters from him—one from the police station and one from a hospital."

A Time to Dissemble

Woman in Auto—"Good heavens, son; we've just run over a poor man! Stop! Stop!"

Driver—"Keep still, mother; you'll make every one think this is the first time we were ever out in an auto."—Le Rire (Paris).

The Losing Side

Young Jack was talking to the new visitor soon after her arrival. He eyed her critically for a few moments, then looked up and said:—

"So you're my grandmother, are you?"

"Yes, dear. On your father's side," remarked the old lady, smiling.

"Well, you're on the wrong side; you'll find that out," replied Jack.—Exchange.

Machiavelli, Jr

"I'm sorry to have to do this," said little Johnny as he spread the jam on the baby's face, "but I can't have suspicion pointing its finger at me."—Everybody's Magazine.

Faithful Rastus

Irate Master (to negro servant—"Rastus, I thought I told you to get a domestic turkey. This one has shot in it."

Rastus—"I done got a domestic turkey, sah."

Master—"Well, how did the shot get in it?"

Rastus—"I 'specks they was meant foh me, sah."—Dartmouth Jack o' Lantern.

As to Lightning

Teacher—"Why is it that the lightning never strikes twice in the same place?"

Jimmy—"Because after it hits it onct, the same place ain't there."

Those Roundabout Mails

"Dear me, how slovenly the postal authorities are! Here's a card from my husband, who's in Manchester on business, and it's got the Paris postmark on it."—London Mail.

Poems of Battle

"Who else have you shown these poems to?" asked the editor.

"No one," replied the author.

"Then where did you get that black eye?"—Denison Flamingo.

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Robert E. Downs becomes country life director for Cook County, Illinois, taking the place made vacant by Mr. Paul's acceptance of the management of an institution in the county, an attractive position.

W. Don Harrison, appointed student counselor, University of Pennsylvania, after serving in the World War, spent a year at the University of London. On his return to America he taught at the University of Iowa and at Iowa State College at Ames.

The so-called Sheffield plate, an imitation of silver made by pressing or "sweating" a thin skin of silver on to copper, was first made in England in the reign of George III.

The first attempt to manufacture wool in Oregon was made in 1854, when a yarding machine was set up in the town of Albany.

There will be an exhibition at Earl Hall, Columbia University, October 5 to 17, of 15,000 books on science, literature, art and music, regarded as the outstanding works of German publishing houses in the last ten years.

When the electrical industry was twenty years old, there was a gross investment of about $500,000,000 in it. The radio industry, a part of the electric family, is but four years old, and has a gross investment close to $800,000,000.

The London Morning Post is now being printed on paper made entirely of straw.

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MEETINGS TO BE HELD

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

15-16-17: Vermont State Teachers' Association Convention, Rutland, Vermont.

19: California Teachers Association Northern Section, Sacramento Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee, Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start. Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia. W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12: Massachusetts Superintendents' Association, afternoon.

12: New England Superintendents' Association, evening and all day Friday, November 13. S. H. Chase, Secretary, Beverly.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland. Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland. Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

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